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**GOALS, MISSION AND VIEW OF VIRTUAL UNIVERSITIES IN DEVELOPED
COUNTRIES**

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ABSTRACT

The purpose of this research is a comparative study about the goals, mission and vision of virtual universities in Iran, the US, Britain and Canada. Mixed research methods (quantitative-qualitative) were selected. The population of the investigation, in the quantitative part of all decision-makers, professors, teachers and staff of higher education and four countries in the quality of the university education system, and in this way they may-care practitioners, respectively. in the small sample size of 410 patients (60 of the decision, 180 professors and instructors and 170 employees). And quality in four countries, England, Canada, the United States and Iran were among the leading countries in the field of virtual universities, respectively. Was stratified random sampling. Data 5-point scale questionnaire with alpha coefficient was 0.86. To analyze the data from tests of exploratory factor analysis, structural equation and t-group were used. Results1. The goals, mission and vision of virtual universities in four countries: Iran, US, Britain and Canada revealed. 2 similarities and differences between the four countries were mentioned. And finally, seven factors in the evaluation and feedback, philosophy and objectives, Technical and software elements, theoretical, economic factors, laws and how to manage human factors and the training of students as essential components identified for the establishment of virtual universities in Iran the overall impact of these factors was 56.28 percent.

Key words: Virtual Universities, Goals, Mission, Landscape

INTRODUCTION

Virtual universities are relatively new phenomenon in the history of higher education, especially in Iran. A phenomenon that will have a potentially profound impact on higher education systems and institutions and educational institutions, especially universities, are trying as soon as possible, an appropriate model to provide educational and cultural structure in the field of virtual education [2]. In fact, virtual universities in Iran, a real University of ministries and relevant agencies and licensed with all its rules and regulations in which the principle of case-based communication via the Internet is based. So that some of the enrollment process, course selection and faculty of the university's website via the Internet and electronic valves occurs. Classes, workshops, laboratories and scientific camps offered through the web pages of the university students. About mid-term exams and questions are of course, other structures of the university. The final exam and final as well as different types of distance learning, in person, according to University policy and centralized or decentralized and non-presence and through the Internet is done online. In other words, students then earn points and appropriate circumstances, the virtual university enrollment and then receive a user ID and password will be

dedicated to him, for registration, course selection and deposit fees will apply. Centralized or decentralized in the intensive courses and training both through the website and the course of the semester, Taking advantage of Web and multimedia technologies, including audio, video and text are provided[5],Finally, on special occasions, again according to University policy test in person or in a field of different areas at the same time done Or on special occasions, students with ID and password in the appropriate anatomical examination or test that is taken from the Internet and spreadsheets, The university announced its final and be ready for next semester. Azad University of Catalonia is perhaps one of the first virtual university was in 1995. And it was established on the basis of communications technology. The University offers distance learning through virtual campus based educational duties and services reflected non conventional university. The university is for personal reasons or those who prefer to work with at home, Allows the college to continue this initiative, the aim of deepening cultural and linguistic environment and react to it follows Catalog. African Virtual University project that was launched by the World Bank was in 1997.The purpose of the provision of services to the edge of the

Sahara African countries through a network of interactive communication in education. By professors from the University training courses in Africa, America, Canada and Europe taught and now covers 22 African Institute for Higher Education (14 Institute of English-speaking and 8 French-speaking institution) Training and teaching sessions by video and live interactive meetings through which students can communicate with instructors, will be held. The sessions taught by educational materials and access to the library's computer services including publications, literature and textbooks supported[7],Malaysia's largest virtual university in 2001 with four series and 75 students began and by the end of 2012 with 87 courses and 137 thousand students and six undergraduate majors, master's and doctorate, Has more than forty thousand graduates. 97 percent of students are young and ready for the remaining three percent are retired people and housewives. The combination of conventional and distance education at the university, according to the student. each year the University for three semesters, and each semester for four months. Students in various courses in the form of conventional evaluation system based on thirty percent and seventy percent of the class work, test score is final. Library of electronic library systems around the world in a million ringgit connection and

subscription costs of different universities libraries around the world. More than fifty thousand books in the central library of the university are available. The university has about sixty full-time teachers are only working on the development of educational content. Also, the university professors from various universities both are for production and for quality content uses them. Pattern of the university are according to their content and to comply with the standard of the Ministry of Higher Education Malaysia. The university, all course content, exam questions and other issues related to the standard of training, uniform and pre-determined. So if you change the master, a change in the content of educational materials, exam questions and do not be .and this is one of the reasons for the success of the university is pursuing a specific strategy. The university, in Yemen, Bahrain, the Maldives, Ghana and Vietnam branch and various programs in undergraduate and postgraduate level and also offers MBA. The number of branches of foreign students in this university is the sum of two thousand and MBA especially in graduate school studying. The university system has provided good service for students who are offered admission. Students arrive automatically email specific, personalized portal, automatic membership to all University facilities such as the

library, Colleges, medical centers, etc., and he will not need to keep track of these things. Students can study during the academic affairs at the University through its portal, without the need for a physical presence in the university track[6].

As you can see, the goals and programs of the virtual university in the country with the goals and standards of virtual universities in the world, quite contrary In fact, Iran's Ministry of Science, one of the few departments in the world that are incompatible with the university online. Documents evaluation of graduates in scientific and economic criteria and any new evaluation criteria in any country is not compatible and is also contrary to the purposes and the Statute of the Ministry of Science. While the elite Western universities and the students are required to stay on campus do not continuously, but in Iran for example it is necessary for foreign university PhD Degree students for a three-year stay in the country offer. Today, in any other country, there is no such provision for valuation. But today, especially in the humanities PhD research universities in the world are and the length of stay depends on the assessment of the master's students is a prerequisite if the units Or the student's language ability is not necessarily required to attend classes in person Or evidence of improving language skills and be evaluated

and approved by this master. If the student is not enough to just once a year at the University of evaluation forms And full development of his work and to confirm his master or masters. The presence of students are based on teacher assessment can only register to attend the annual review and assessment of progress is reduced, or a longer stay. Accordingly, comparative study on models of virtual universities in developed countries and provide a model for virtual universities in Iran, it seems essential importance. Because according to previous research model that is not native to the country, the study can improve e-learning to develop scientific literacy learners and citizens, in the country.

MATERIALS AND METHODS

Methodology in this study is the goal and the most practical way of gathering information a description of the survey (In quantity) and is adaptive (in quality). In the qualitative part, to identify and compare the goals, mission and vision of the virtual university in the countries studied, George model range (1969) the four-stage description, interpretation, proximity and compared to determine the comparative studies have been used. In the small, stratified random sampling method is used. That is among the first universities in the ratio of 15 (25%) were randomly selected college. In the small, stratified random

sampling method is used. 410 patients (60 of the decision, 180 teachers and 170 support staff) were selected. In the qualitative part, the samples of countries, four countries, England, Canada, the United States and Iran have been selected and researcher, goals, objectives and prospects of virtual universities in four countries, including the leading countries in the field of virtual universities have been to collect the data in this study, a questionnaire was used. Since the questionnaire was not known in the field of research, it is based on theoretical research, studies to devise a questionnaire consisting of 61 items was carried researcher. The questionnaire survey is based on a scale of 5 degrees. The reliability of the questionnaire through kronbach's alpha on the 35 population was estimated to be 0.86. And their validity was confirmed by three professors.

RESULTS

In order to determine the constituent elements of virtual universities in Iran, a 61-item questionnaire based on theoretical and experimental As well as the opinion of experts was set up and run the sample. To do this, the first question was necessary statistical characteristics, such as the degree of utility, judgment and standard deviation and coefficient of reliability assessment. The statistical characteristics such as mean and standard deviation of questions, as well

as its correlation with the total score of 61 items, kronbach's alpha coefficient (Which characterizes the inner harmony is the question).it is shown in table 1. As seen in Table 1, the entire set of 61 questions based on kronbach's alpha reliability coefficient was estimated to be equal to 0.955. Column in the table below as a correlation with the test results show that all the questions had good judgment. Least equal to 0.274 judgment of Question 5 (Due to the practical aspects of implementing e-learning in virtual university) with an average of 2.54 and distribution index (standard deviation) 1.249 and most of 0.716 judgment belongs to question 35 (Cost of attracting professors to book virtual courses) With an average of 2.46 and 1.278 is the standard deviation. Moreover, the greatest degree of utility (average) equal to 3.59 and from the questions asked 56 (Determination of compliance with the standards expected of the Virtual University) and the lowest level of utility equal to 1.38 and to Question 25 (Ability to communicate with students, teachers and technical support using new information technologies), respectively. For statistical and psychometric characteristics of the questions shown in Table 1 as well as the reliability coefficient (internal consistency) questionnaire. ($r_{it}=0.955$) Obtained through kronbach's alpha indicates that appropriate research tools credits And

so we can determine the factors related to virtual universities through exploratory and confirmatory factor analysis was performed. In addition, as the last column of the table suggests, by removing some of the questions from the questions of reliability

coefficient decreases and a limited number of items with no change in the coefficient of reliability that can not be removed. Therefore, any questions should be eliminated and all questions must be set.

Table1. The mean, standard deviation, and coefficient alpha correlation coefficient for each question and the total score of each question in the questionnaire by the elimination of 61 items.

Alpha eliminating any question	The correlation of each question with the test	Standard Deviation	average	question	Alpha eliminating any question	The correlation of each question with the test	Standard Deviation	average	question
9530/	6630/	466/1	88/2	32	9540/	3760/	073/1	75/2	1
9540/	5960/	327/1	20/3	33	9540/	4370/	9820/	96/1	2
9530/	6600/	330/1	412/	34	9540/	3630/	9380/	98/1	3
9530/	7160/	278/1	46/2	35	9540/	3950/	8120/	63/1	4
9550/	3350/	409/1	82/2	36	9550/	2740/	249/1	54/2	5
9540/	4460/	293/1	20/2	37	9540/	3720/	9080/	98/1	6
9540/	56700/	334/1	60/2	38	9540/	3820/	9330/	91/1	7
9550/	29800/	124/1	04/2	39	9540/	3990/	065/1	39/2	8
9540/	6120/	460/1	32/2	40	9540/	4830/	020/1	18/2	9
9530/	6620/	273/1	05/2	41	9540/	3720/	9120/	89/1	10
9540/	5150/	416/1	03/2	42	9540/	4110/	193/1	33/2	11
9540/	5240/	255/1	24/2	43	9540/	3820/	9890/	07/2	12
9530/	7100/	228/1	26/2	44	9540/	4480/	088/1	90/1	13
9540/	5430/	363/1	46/2	45	9540/	5200/	9730/	13/2	14
9540/	4140/	252/1	79/2	46	9540/	3790/	8350/	62/1	15
9540/	5010/	306/1	42/3	47	9540/	4890/	9200/	70/1	16
9540/	5350/	105/1	46/2	48	9540/	3790/	159/1	56/2	17
9540/	5180/	299/1	75/2	49	9540/	5100/	8940/	73/1	18
9540/	5790/	342/1	05/3	50	9540/	4260/	8020/	67/1	19
9530/	6440/	443/1	80/2	51	9540/	5460/	9000/	73/1	20
9540/	4590/	360/1	82/2	52	9540/	5340/	090/1	69/2	21
9530/	6910/	274/1	61/2	53	9540/	4480/	9190/	10/2	22
9540/	5870/	254/1	68/2	54	9540/	4980/	086/1	32/2	23
9540/	4120/	407/1	79/2	55	9540/	5770/	9170/	86/1	24
9540/	5260/	225/1	59/3	56	9550/	3480/	7170/	38/1	25
9550/	3680/	288/1	29/3	57	9550/	3430/	8850/	52/1	26
9540/	3950/	319/1	16/3	58	9530/	6930/	341/1	59/2	27
9540/	4560/	331/1	02/3	59	9540/	4690/	306/1	89/2	28
9540/	5300/	332/1	81/2	60	9540/	5590/	253/1	29/3	29
9540/	4740/	333/1	78/2	61	9540/	6090/	215/1	16/3	30
				-	9530/	6940/	478/1	01/3	31

2. Exploratory factor analysis (to identify the major components) questionnaire. As previously stated, in order to determine the establishment of virtual universities, first confirmatory factor analysis was used. To investigate the correlation matrix of whether

the data is not zero, Bartlett sphericity test used. The purpose of this test rejects the null hypothesis that the true identity matrix, Diagonal elements of the matrix is a non-diagonal elements in society are all zero. Bartlett test the hypothesis that the observed

correlation matrix, belonging to a community with unknown variables is closed, the tests. In order to have a beneficial factor model that has meaning, it is important variables correlated and otherwise, there is no reason to explain a factor model. If you do not reject the hypothesis that the variables are not related, factor model will be questioned and should be revised. In this study, the significance Bartlett sphericity test specification is less than 0.000001. Therefore, based on the criteria mentioned above, we can conclude that the implementation of factor analysis based on the correlation matrix from the sample group, is justified. In addition, the output of the computer shows that the determinant of the correlation matrix, the Finally, 7 factors were extracted. According to Table 2 in this case, the size of 56.28% of the total variance is explained by these seven factors, And among the first with 19.776 equity of 32.420% of the total variance and the sixth of equity 1.383 About 2.268% of the total variance explained .

As appears from **Table 3**, the highest rate of subscription to question 25 (the ability to communicate with students, teachers and technical support using new information technologies) questions 20 (how to access the Internet) is respectively 0.807 and 0.805. The lowest share amounts 0.293, 0.322 In order to question 12 (demand-oriented

number zero (equal to 0.00000603), which indicates that the data can be extracted based on the confidence factor.

3. Factor structure of the questionnaire and the naming of the main components

In order to obtain a meaningful structure of factor loadings, factors extracted using conventional methods based on orthogonal rotation, The new lines are perpendicular to each other at an angle, were transferred. After several run multiple operating factor analysis, mining and extraction compared with the theoretical operating scale and the theoretical basis As well as assumptions regarding the above-mentioned factor analysis it was decided that the number 7 is obtained by Varimax.

learning model) and Question 36 (Guaranteed moral and material rights of authors attending virtual courses), respectively.

Based on the rotation matrix factors, together with an associated set of questions that will form a part of these tests and the highest load factors and were named:

The content of the first 14 questions are related to the assessment and feedback.

The second factor content of 12 questions related to the philosophy and objectives of the model.

The content of the third factor with 8 questions, and the software agents is formed.

The fourth factor of 3 questions related to the theoretical foundations.

Fifth factor consist of seven questions that will determine the economic factors.

Six out of the 8th question that show how to manage rules.

The seventh factor has 6 questions that human factors and how to teach students to show.

Table 2: Equity, the percentage of variance explained and the percentage of cumulative operating seven inventory

The cumulative percentage	Percent Of the variance	Equity	Factor
420/32	420/32	776/19	1 st
955/41	535/9	816/5	2 nd
491/45	536/3	157/2	3 rd
536/48	046/3	858/1	4 th
500/51	963/2	808/1	5 th
017/54	517/2	535/1	6 th
285/56	268/2	383/1	7 th

Subscribe coefficients are shown in **Table 3** of Seven agents.

The subscription rate	Question	The subscription rate	Question
6810/	32	3910/	1
4970/	33	5780/	2
6120/	34	4650/	3
7260/	35	6180/	4
3220/	36	3510/	5
5760/	37	3950/	6
5870/	38	3780/	7
3550/	39	4640/	8
5710/	40	6700/	9
6470/	41	4870/	10
6140/	42	4670/	11
5910/	43	2930/	12
6770/	44	4180/	13
4990/	45	5380/	14
3460/	46	6590/	15
5740/	47	7310/	16
4490/	48	4030/	17
5090/	49	6860/	18
6150/	50	6660/	19
5740/	51	8050/	20
6290/	52	5080/	21
6780/	53	4910/	22
5980/	54	5730/	23
5510/	55	7430/	24
5120/	56	8070/	25
6000/	57	7030/	26
5280/	58	7010/	27
6020/	59	4770/	28
6020/	60	5580/	29
6730/	61	5740/	30
-	-	7400/	31

Results rotated matrix rotation method Varimax (orthogonal method) is shown in Table 4

The seventh factor	The sixth factor	The fifth factor	The fourth factor	The third factor	The second factor	The first factor	Question
						7240/	52
						7100/	47
						6950/	54
						6920/	50
						6890/	42
						5940/	55
						5820/	49
						5750/	29
						5590/	53
						5410/	56
						5310/	51
	4470/					4690/	45
						4600/	46
		3920/				4050/	33
					7590/		4
					7420/		31
					7060/		2
					6190/		3
					6120/		14
					5920/		10
					5460/		6
					5350/		8
					5140/		7
		3640/			4250/		5
					4120/		1
					3950/		12
				7720/			20
				7370/			16
				6960/			19
				6840/			18
				6310/			24
				4780/			48
				4680/	4410/		21
				4340/		4040/	44
			7480/				9
			7320/				57
			7080/				59
			6650/				60
			6540/				58
			4760/				28
		6350/					33
		5950/					29
		5880/					34
		5530/					35
		5110/					11
		4740/				4470/	30
		4500/					34
	6910/						37
	6000/						38
	5820/						43
	5300/						39
	5120/						17
	4700/						40
	4470/			3960/			41
	3720/						36
8240/							25
7580/							26
7070/							15
4650/							23
4590/							22

CONCLUSION

The first results of this study showed that virtual universities with six goals in educational, social, research, economic and scientific. Objectives and prospects of virtual universities in Iran, including the discovery and development of talent and creativity to help independent learning and self-learning opportunities and hidden The research and production of high-level knowledge, creation of appropriate teacher-centered to learner-centered learning transition, providing free exchange of ideas and cultural fields in the country and abroad Growth and cultural creativity in the community, learning practical help to the community and create a platform for sustainable development, collective learning, Research on students and encourage them to raise morale in the research, raising the quality of life of the people, enrichment of human resources and the development of entrepreneurial skills among students And ultimately improve the quality of education through the use of new educational technologies for the training of graduate students to be able to serve the sacred system of the Islamic Republic of Iran, diligent and effective.

The main objective of virtual universities in the United States, higher education and the public to learn more and in one word supports lifelong learning and professional

development through continuing education of citizens in the field of business and economics, as well as growth and effective steps to stop domestic and international business market. The mission and vision of the creation of virtual universities in America, including:

- 1- Improve and expand access to education and increase academic achievement across America.
- 2- Improving the skill level of the workforce and the expansion of professional development through continuing education.
- 3- Foster cooperation and efficiency and effectiveness in the delivery of courses and programs.
- 4- Increasing global competition is an educational resource.

In Canada, the goal of virtual universities for lifelong learning and promoting academic quality is at the highest international level. The mission and vision of the Canadian Virtual are University excellence, breadth, flexibility, initiative and innovation.

In the UK, the aim of virtual universities providing education for people of all ages. Objectives and prospects of virtual universities in the UK include: 1- Support and funding, 2- The institutionalization of a culture of active learning, 3- Creating extensive interaction and cooperation between universities, industry and public sector organizations. 4- Full utilization of all

capacities and research potential in the exchange and transfer of knowledge in the world.5- Raising the level of professional skills and ability to develop entrepreneurial skills in students.

In explaining the objectives, mission and vision of the virtual university in the countries studied, it must be stated that the four countries studied, The purpose and ultimate mission on education and lifelong learning of the elaborated and given to the global community in which we live, This is important for the citizens of every community is essential, and indeed, the slogan of the World also works in education, This is achieved through the educational system, especially virtual training in a broader range of people can take the train, are attained. The second study showed that:

Aims to create virtual universities in four countries on higher education and the public to learn more and in a nutshell, is to support lifelong learning. But in the meantime, Iran is trying to create lifelong learning in addition to other purposes, including educational purposes, social purposes, research, economic objectives and scientific goals. In other words, the advancement of higher education at all levels of higher education institutions is considered. in America, in addition to lifelong learning to the development of professional

development through training and entrepreneurial skills to pay. In both Britain and Canada have pointed to the creation of lifelong learning. Shared mission and vision of the four countries on improving the skill level of the workforce and the expansion of professional development through continuing education (Enrichment of human resources and the development of entrepreneurial skills) Student learning and development models - based on technology-oriented focus. The differences observed in the country, including independent learning and discovering and nurturing talent and creativity in students and encourage them to hide and raise morale researcher in the study, In Canada to achieve the highest standards in teaching, research and student services in the two countries are different in America and Britain. In explaining the similarities and differences between the goals and mission of the virtual university in the countries studied, it must be stated that these differences in the four countries studied, it is natural; Because a successful life in society, which is entitled "international community" due to the presence of the Internet and the loss of time and place, called, Influenced by that of any country in accordance with the global changes thought (global thinking) and in accordance with the norms, beliefs, culture

and customs of our country act (The local action).

The educational system of each country which has the responsibility for the education of the community, should policies, policies and programs in the field of training and education on the same basis to basic education and for the people, should be done. Finally, the third finding of this study showed that:

In the assessment and feedback, the use of evaluation results for the development and deployment of virtual university by a factor 0.724 after evaluation and feedback, which is the highest share of research findings by Jafari and Saidiyan(2006) England had the same results.

In the philosophy and objectives of the model, the shift from traditional training to e-learning in higher education system by a factor 0.759 The model, which is the highest share of the philosophy and objectives of the research findings by Jafari and Saidiyan(2006) The results have been the same. The following factors and the software, how to access the Internet Factor 0.772 The highest share of the following factors and the software is that research findings Sharifi and Eslamieh[6],Rezvani and Dargahi [4],The results have been the same. In the theoretical foundations of the theory of interaction in virtual education teachers teaching technology index Houston

United States 0.748 The highest share of which is the theoretical basis of the research findings Maniyan and partners [3], Jafari and Saidiyan (2006) The results have been the same. In the economic, investment in developing the necessary software to manage virtual training factor0.635 The highest share of the economic factors that the research findings by Nasiri (2006) Abedi [1],Sharifi [6],The results have been the same. On the rules and how to manage, the exact definition of the implementation activities of teachers to support students in virtual courses by a factor0.691 The highest share since the rules and how to manage the research findings by Abedi [1],The results have been the same. In the human factors and the training of students, teachers and technical ability to communicate with students using new information technologies by a factor0.824 The highest share of the human factors and how to teach students to research findings by Sharifi and Eslamieh[6],Rezvani and Dargahi[4],The results have been the same.

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